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THE SOCIALIZED RECITATION

WILLIAM WHITNEY

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THE SOCIALIZED RECITATION

BY

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INTRODUCTION

The Socialized Recitation is the outcome of practical experiments to create an atmosphere of activity and responsibility for the child in the classroom. The spirit of democracy is the spirit of individual efficiency and self-control. The schoolroom of the past has emphasized discipline and control from the standpoint of the teacher. The Socialized Recitation emphasizes self-control and activity through experiences created in the classroom for the purpose of training the child by means of his cooperation with others engaged in some essential and profitable work.

The old form of recitation emphasizes the subject-matter usually to the exclusion of the child. The Socialized Recitation emphasizes the pupil and uses the subject-matter as a means for the expression of his own ideas and to develop his power. The child becomes the important issue under the Socialized Recitation while under the old form of recitation the subject-matter and course of study assume the prominent position. The one uses the facts of books to create experiences for mental, moral and social training; the other uses facts for information almost entirely. Should development and training

result, the old method does not object, but does not concern itself.

The Socialized Recitation Makes the Schoolroom Real, Life-Like and Natural.—The subject-matter of a given lesson is so planned by the teacher that it becomes material to be used by the child in creating experiences, and in giving and receiving impressions. Thus to a very large degree drill is eliminated, but the facts are nevertheless fixed, because of the concrete situations in which the child uses them. The Socialized Recitation avoids the artificial conditions of the old classroom and recitation. The teacher is no longer the standard and arbiter of all things. The children become members of a working community which adopts the principles of character and of good citizenship as the standard of living and working. The teacher becomes a better planner and guide, but is less active in the classroom during recitations. The teacher's work must be done before school opens, and once in the classroom, she becomes only a member of the class with more or less authority as required.

The Socialized Recitation does not neglect any of the formal or fundamental principles of good teaching. It employs them to far better advantage and does away with the *academized recitation* conducted by the teacher to the exclusion of the pupil and his participation in the work.

William T. Whitney.

Port Chester.

EXPLANATORY CHART

OF THE

SOCIALIZED RECITATION

Purpose of the Socialized Recitation.—To do away with passivity in the classroom; to provide opportunity for the natural development of initiative, of activity resulting in *originality*, of the imaginative powers, and of the realization and assumption of responsibility; to give opportunity for the child *to do* and *to be*, rather than merely to know.

Change Necessitated.—The teacher's work becomes the background rather than the working center of the class period. *She plans* ways of developing the pupils' initiative and vitalizing their experience. She herself must be the *instigator*, but not the entire power, in arranging and encouraging discussions and continuing effort. Just as the successful play organizer succeeds best when she reaches the stage where the children naturally lead, so the teacher of the day school must withdraw from dominating the game, and must arrange methods of work so that pupils become personalities showing reaction, not mere receptacles.

Suggested Extent of the Socialized Recitation when First Inaugurated.—Reorganize the method of recitation in one subject only. After a reasonable success and understanding of the method is attained, reorganize a second subject. This gradual progression until all subjects are socialized will guard against any disorganization of the entire day's program.

Suggested Subject for Initial Effort.—Reading, history or geography.

Main Points to Be Noted.—(1) Conversations and discussions are to be transferred to the class circle, of which the teacher sitting with the class is but a unit, just as each child is a unit. Discussions, questions, criticisms are to be between pupils—with the teacher only occasionally drawn in, rather than (as heretofore) always between teacher and some pupil. The teacher should be a guide and not do the reciting for the class. (2) Encourage both freedom and desire to offer additional facts or to make inquiry concerning points discussed. (3) Corrections to be noticed and discussed by pupils. (4) The teacher to bring out any errors not corrected and taking part only when necessary.

Mistakes to Avoid.—(1) Pupil-teaching, where one pupil takes entire charge of a class period. This misinterpretation of the method allows for scarcely more freedom than when the teacher's personality dominates the class. The method does not become changed; there is merely a change of personalities.

(2) Timid pupils not volunteering. (3) A bright group controlling the entire discussion. (4) Mistaken interpretation of the new freedom permitting confusion in room. (5) Weak points of lesson equally stressed with important points. (6) Parrot-like expressions of criticism. (7) Resentment of just criticism. (8) Reference work organized by pupils only. (9) Unity and coherence violated.

Suggestions for Avoiding Misinterpretations.—(1) There should be developed a "give and take" attitude among class members. The bright pupil will "play the game" by calling for additional facts from certain rows or individuals. Those who can add to his recitation will stand until recognized. Parliamentary courtesy is insisted upon. Thus the opportunity of leading is passed on by one pupil to another whom he chooses. (2) Timid pupils are to be noted and before another recitation their names quietly suggested to those pupils who are apt to take voluntary part in the discussion. (3) A bright group should be encouraged to draw into the discussion others of less initiative. Break up groups by often calling on whole rows. (4) Confusion in standing and exaggerated enthusiasm must not be countenanced. Allow no pupils to stand or question a speaker until he has finished speaking. (5) The teacher should carefully work out the lesson, selecting the important points for suggestion to the class. (6) Variety in expression should be insisted upon, and definite constructive criticisms the only ones permitted. (7) The proper attitude of receiving just

criticism should be shown. (8) Reference work should be mapped out and assigned by the teacher. (9) "Keeping to the point" must be the teacher's watchword. Guide the pupils to watch and check the careless thinker. It is splendid training for a class thus to demand keen attention, and allow no wandering from the point.

I

SOCIALIZING THE RECITATION

Formal Nature of the Recitation.—The recitation in the organization of the American public school occupies a unique place. The time of the pupil is usually divided in the following manner: Time devoted to the study of lessons; time devoted to the recitation of lessons. The teacher's time is, therefore, given almost entirely to recitation work. The result has been that the recitation has become a mere testing or an examination period of a more or less formal character. There are exceptions, of course, to this statement, but it applies to a large majority of the classrooms in the American public schools. The recitation lesson has become a period of time devoted to hearing prepared work, testing the pupils, or presenting new work in a more or less formal way in which the pupil has a minimum of interest. From the teacher's standpoint, the recitation lesson is the principal feature of the day.

Prominence Given the Recitation.—Educational authorities give the recitation a very prominent place. Some assert that all school activities and interests are centered in the recitation. From the teacher's

standpoint, it gives an opportunity to impart knowledge, guide effort, train pupils, arouse enthusiasm, provoke thought, and gives opportunity for individual expression; that is, it should do all this, but let us examine the usual recitation and see what the actual practice is.

Recitation from a Disciplinary Standpoint.—The first requirement is formal discipline; that is, the recitation is judged from the standpoint of quietness and order. Pupils must sit in an orderly manner. Quietness must prevail. The quieter the room, the more successful the teacher. But examine closely this quietness. It is usually a suppressed condition. The quietness is merely physical. The real child, the feeling and thinking child, may be in a state of chaos. He may be far removed from the confines of the classroom. His interests are centered anywhere but where his body is. He has learned that physical quietness answers practically every purpose. To think, to become responsible, to be interested, to be aroused, to want to put forth effort, to do something for others, to feel his part in the recitation, to have certain set tasks and duties to perform; this social consciousness is foreign to a majority of the pupils. They rely upon the teacher. They depend upon her. Is there anything to be done? Is there any responsibility to be assumed? Is there any disorder to be suppressed? Are there any unfavorable conditions to be attended to? The teacher is the one to look after all such matters. The pupils feel no responsibility resting upon them. The only part the pupil

plays is to repeat facts learned—to rehearse the lesson. Unconsciously, he is looked upon by the average teacher as a bit of clay to be squeezed into the mold, and turned out according to the pattern.

Wasted Time in Recitation.—Little or no effort is made to teach pupils *how to study.* They are left, as a usual thing, to attack the lesson according to their own plan. It is too often the case that the lesson assigned is not clearly understood by the pupil. The result is that the pupil usually learns words, and the text-book becomes the medium between the two—teacher and pupil. Three-fourths of the time spent by a pupil below the seventh grade in trying to prepare a lesson from a text-book, is time and energy wasted.

Criticisms of the Recitation.—There are many criticisms of the recitation, and many of them only too true. Briefly they characterize the recitation as wasted time, mental wandering, aimless or suppressed mental effort and interest, and the utter loss of the *ethical value* of the most important period of the day. Many teachers present and develop subjects, but the whole effect is lost upon the class. The recitation is merely an oral examination.

Objects of the Recitation.—But since the recitation has become a fixture in the American public school, we must here consider the objects or ends which it must conserve: the results which it must secure; and the parts which teacher, pupil and sub-

ject-matter — the three important factors — must play. What, then, are the objects?

Objects Enumerated.—(1) The recitation gives an opportunity for the teacher to study and know the individual pupil. (2) To aid the pupil in those mental processes which present special difficulties to him as an individual. (3) To enable the pupil to acquire new experiences. (4) To train the pupil in expression. (5) To give the pupil an opportunity both to receive and impart a *socializing* influence. (6) To enable the pupil to express his own individuality and to receive a modifying influence from the class. (7) To correct wrong impressions. (8) To enlarge the pupil's experience. (9) To build up in an orderly, logical way, a definite store of information. (10) To enable the pupil to overcome individual weaknesses. (11) To enable the pupil to form the habit of concentrated effort and attention.

Qualifications of the Teacher.—It will be seen that the recitation must occupy a very important place, not only in educational theory, but in practice. The teacher should have clearly before her, and be a thorough master of these definite aims. The recitation, then, should be organized to accomplish the work. To accomplish this (1) the teacher must have scholarship. (2) Experience which may be termed socialized experience; that is, not merely a knowledge of books but a knowledge of life, of people and of human activity. (3) A definite knowledge of the particular problem that every schoolroom rep-

resents. (4) A definite knowledge of the community, and the environment of the children assembled in a particular room each morning. (5) An interested, wholesome influence which extends beyond a mere course of study, and considers the child as an individual to be trained in a definite way for life; a training which neither begins nor ends in the schoolroom. If the recitation is to occupy this important place in the day's program, it must be radically changed in order to meet the changed and changing conditions of modern life. School can no longer be a thing set apart from life, which builds up an artificial world of manners, acts and thoughts peculiar to the institution school and ending with school.

Added Responsibility.—The school has been forced to take over many of those responsibilities which formerly the home assumed. Of all teachers, the parent has the best opportunity for dealing with the whole child; that is, the mental child, the physical child, and the spiritual child. Yet, the home is failing in a large measure to meet its responsibilities and opportunities. Parental incapability, unjust economic and industrial conditions and family instability and inefficiency are in part the causes of this failure. Obviously the school must assume these added responsibilities.

Illustrations of School Responsibility.—This may be well illustrated by a few examples. If the home neglects good manners, good social custom, and a sound morality, let the school teach manners and

morals. If money interests disturb the economic and industrial conditions of the community, let the school teach sound economics. If extravagance and waste characterize many of the homes, let the school inculcate the virtues of thrift and industry. Let the school establish savings banks and teach by this example, the practice of saving. If mothers are unwilling and unable to teach their own daughters the fundamentals of home-making and home-keeping, let the school teach dressmaking and cooking and sewing. If children are disobedient, disrespectful, careless, idle, let the teacher in the school eradicate these weaknesses and establish the virtues necessary to make the child a mannerly, orderly and thoughtful boy or girl. If the social life and business life become too pressing and the physical welfare of the child be neglected, let the school take up hygiene and physical training. If parents are unwilling and incompetent to teach the fundamental and sacred truth of physical and moral protection, let the school teach sex hygiene.

Society Fixes the Responsibility.—In brief, then, the school must become the center for all training and teaching which relates to the welfare of the complete child. All the former duties of the school still remain and must be done as well or better than before. The time, however, in which they are to be done remains the same. It is no longer a question whether the school should or can undertake all that is required of it to-day. Whether these things are demanded wisely or unwisely is not the ques-

tion. Whether the school and the teacher are to become a sort of universal social healer, is not the question. It is evident that society has determined that the school shall do these things. It is evident, also, that the time is not far distant when the school day must be lengthened to six or seven hours and possibly forty-six or fifty weeks per year. This is to be determined by the needs of the community and the several groups of children within the community.

The Recitation the Critical Period of the School Day.—It is certain, then, that a reorganization is about to take place. Whatever may be the changed conditions so far as school buildings, playgrounds, school equipment and apparatus are concerned, from the teaching side, the problem must be solved in the recitation period. The recitation must become a place where the child is considered from the standpoint of the whole child, and not merely the informational child. To teach the scattered facts of this subject or that, to group these facts more or less logically, to build up information in such a way that it becomes a connected whole, is no longer the sole function of the recitation. The child must be considered from the standpoint of a thinking, active, feeling being endowed with certain capacities, certain instincts that become useful or harmful according as they are properly guided. All of these must be so strengthened and guided that a social being results. He must receive such training as to make the use of the tools of learning automatic; such training as will enable him to stand his ground with

others. He should receive such training in manners, for example, as to enable him to meet all people upon a plane of equality so far as manners are concerned. He should receive such training in English as to enable him to express himself clearly, accurately, modestly, yet firm in his position and supported by knowledge and experience. The recitation must do all this. It must take the child as it finds him, and in proportion to his capacity and understanding, *create for him such experience* as will enable him to participate in and become a part of that experience.

The Recitation—A Period for Giving Experiences.—The several subjects to be taught must, therefore, be considered as furnishing suitable material for giving the child first hand experiences as well as an opportunity to express his own personality. The teaching, then, of a given subject means that the subject is not the important thing. It means that the child and the situation in which he is placed become the important factor. For the child is to receive impressions and a definite form of training to enlarge his experience and make of him a more capable and efficient social being at every stage of his progress.

The Recitation—A Period of Pupil Activity and Responsibility.—The recitation can be conducted no longer according to the old set plan of question and answer. It must become the medium for receiving training and obtaining experiences. The class must

be so organized that in the teaching of every lesson, the pupil has a responsible part to play. He is to give as well as to receive. He must be led and trained to perform certain duties because he is a member of that class. He must be led to see that, as a member of the class, he is responsible for every act of disorder, for every unwholesome condition that may exist so far as his class is concerned. The order and appearance of the room, the general deportment and conduct of the pupils, their speech and habits as members of the class, are all matters with which he is vitally concerned. He has set tasks (this does not refer to preparation of assigned lessons) and duties for which he alone is responsible. The room belongs to him. He must feel it. There are many things which he as a member of the class can do to make his room and his class better. He must be interested and aroused so that the initiative comes from him.

Nature and Character of Pupil Activity.—The children should be led to see that they must give their classmates the advantage of their thought and of their study. In turn, they should be prepared to answer questions from the class and should be trained to accept criticism and correction from their fellow members. In this they receive training in social usage. It strengthens their confidence; affords opportunity for exchange of ideas; gives training in oral speech and written language, and makes the pupils members of a social, cooperative body. They no longer feel that the sole requirement is to satisfy the teacher or some standard of which they are but

dimly conscious. The feeling is created that they have something to do and that it is important, and that they are responsible for its success or failure. The teacher is now not the only moral, social and intellectual mentor of the room.

The Recitation—An Active Period of Pupil Responsibility.—The recitation is to become an active period, and no longer a listening period. The child is to become a doer and not a passive listener. The class is the active part of the recitation—not the teacher. The teacher no longer recites, no longer asks questions and receives answers. The teacher's work becomes now one of planning and of management. The teacher merely directs, counsels with the pupils, advises and leads, without dominating and suppressing the physical and mental life within the room. If there are stubborn cases of discipline, the pride and honor of the room must settle them. If there are dirty boys and girls, the self-respect and honor of the class must attend to that. If there are members of the class whose conduct, speech, actions and manners are detrimental to good citizenship, the honor and respect of the class will remedy that. So the class and the recitation become one and the same thing. The schoolroom thus organized meets the many conditions imposed, and this is the only way, as schools are to-day organized, in which they can be met.

The Recitation—A Planned Period of Pupil Activity.—The old order of conditions, wherein disci-

pline was conceived to be most perfect when all children were so suppressed that quietness reigned and all moved as one, must pass. Order to-day is quiet activity wherein each member of the class recognizes the rights of others and acts accordingly. This requires teaching. By teaching, we do not mean the developing, presenting and carrying into effect of the formal steps of instruction at every period of the day, but rather so planning and so organizing the work and the room that the pupils become seekers, searchers and workers, requiring only now and then the formal presentation of a lesson. When this formal presentation is given, it covers what is known as a subject-matter whole, that is, a large enough topic or subject to employ the activities of the class for a considerable length of time.

The Recitation—A Period of Moral Training.—The usual subjects of instruction in the school will, if rightly used, provide opportunity in this new order of recitation for moral training. We consider moral training by far the most important phase of education in the elementary school. The material for the several subjects of the school curriculum should be supplemented with additional material from literature, for the purpose of establishing right ideals and motives. The children themselves should be given opportunity to display the several virtues or habits of respect toward one another; to be courteous in speech and in action; to be helpful about the room; to be industrious in all that they do; to assist one

another; to provide for the general welfare of the room and all those details that go to make a boy or girl helpful, clean and wholesome. This the recitation can do if the teacher plans the work in such a manner that the pupils are given the opportunity to practice that which they may well do. If the teacher wishes to inculcate the habit of courtesy in speech, she must provide innumerable opportunities for the pupils to address one another in the recitation. This is easily done without sacrificing any part of the content of the recitation on the instructional side.

Socializing the Recitation.—If good manners or good morals are to become a part of the schoolroom, the children must receive training throughout the entire day. This training should be in the form of practice in doing the very thing desired. Nothing much will be accomplished by giving a ten minute lesson in the morning upon good manners, respect, helpfulness, kindness and those several topics and subjects which are usually given a ten minute place in the program in the morning and forgotten for the rest of the day. Such topics and others equally important should receive the major part of the attention and planning so far as the moral training and character of the child is concerned. The subject-matter, then, of the curriculum if rightly used will become a valuable means for moral training. Nothing is lost, and the subject matter itself becomes socialized and humanized. It is given a meaning far more important than it would otherwise have

for the child. To let the children work out together their reading lesson, their history or geography lesson, will vitalize the information obtained. It will be colored by that direct experience which means for the moral life, feeling and emotional tones. Let the room and the recitation be socialized and humanized. Take the recitation out of the mechanical form of question and answer, of repeating what is known about the subject, and the room becomes lifelike. It all depends upon the manner in which the recitation period is used for training the child. The training he should receive is the training given through the direct activity of the child doing the right thing from impulses or motives that have become part of the child's desire.

A Working Morality.—Morality does not consist of abstract thoughts. Good citizenship does not consist of talk about ideals. The highest morality and best citizenship is in doing an honest piece of work with a sincere motive and purpose. For the mechanic, for the child, morality and citizenship mean doing effectively and efficiently, with right motives, the thing in hand. This may be termed a working morality, but it is the type of moral training most needed to-day. The recitation period should be devoted to training the child, rather than instructing the child. The child will get the instruction of necessity if the material or content of instruction is placed at his disposal in such a way that he may as a worker use it in practicing good speech, good manners, thinking, doing, co-operating and building up habits that become right moral action.

II

GENERAL PLAN

SOCIALIZING THE HISTORY PERIOD

The socialized recitation to be of value and to accomplish its purpose requires better planning on the part of the teacher. The burden of the teacher's responsibility consists of the work which she does in planning and organizing the subject-matter. Better and more careful preparation and planning must be done by the teacher if the recitation is to be of permanent value to the pupil. In the recitation period, the teacher will do little or nothing except to guide when necessary, but always keeping herself in the background and allowing the pupils to be the active workers. This likewise gives the teacher an opportunity to note the errors in language made by the pupils; to make her observations for criticism and training of the class as a whole, or the individual members of the class.

The subject-matter for the lesson in history should be selected with care. It should consist of an important and essential portion of the course required for the term. It should be a subject-matter whole and should be planned to employ the activities of

the class for a period of at least two or three days. Once planned, the teacher should then make the assignments. To one group of pupils, there should be assigned the map work if any map work is required. These pupils are responsible for the preparation of the necessary maps placed in the proper manner either upon the blackboard or before the class as designated by the teacher. To another group of pupils there should be assigned one of the topics of the subject-matter. To another group another topic and so on until all topics have been assigned. This outline should be placed upon the blackboard. Opposite the outline should be placed titles of the reference books with pages indicated so that pupils may readily and easily prepare their work. If certain readings are required in connection with this particular topic, they should be assigned to a group of pupils whose duty it is to bring them into the class. If they are not too long, they are to be read to the class, if too long a brief and concise report is to be made.

When the recitation begins, the responsibility for the work rests upon the class. The several groups will report to the class results of their labor and preparation, using the material which they have gathered, and presenting it in a definite form. The teacher will remain in the background. One member of a group selected by his own classmates will make the report for his group. They will add, as they see the necessity, such matter as is proper or has been omitted. A member of another group selected by his respective group will make the report

for that group. This will be continued until all the subject-matter of this particular topic has been presented to the class. At the end of the presentation the others may participate in a discussion to bring out further points of interest and value. This calls for good manners, courtesy, thoughtfulness, definiteness of speech, the exclusion of details not pertinent to the matter in hand, and gives to the pupils a training which the old form of the recitation could never give. The pupils are trained not to interrupt one another and not to raise hands, but when one speaker has finished, all those who have any corrections to make or criticisms to offer, quietly stand, and the one who is doing the reciting now acts as chairman of the meeting and calls upon those standing. The same polite, courteous method of procedure is followed as in well organized parliamentary discussions.

At the close of the recitation, the teacher quietly designates a member of the class to make a brief and definite summary of the recitation. Another pupil is called upon to write this summary upon the blackboard. It is now necessary to provide for drill and review. Several devices may be adopted, one of which we indicate. Each pupil is required to write out a certain number of questions upon small cards. At the beginning of the next recitation these questions are asked by the members of the class. This provides for rapid drill and necessitates an accurate knowledge on the part of the questioner. It requires thought in preparation and places the burden of the responsibility for the work and the thought upon

the pupil. This method of recitation provides opportunity for the use of language, proper usage and custom, manners, and all those nice distinctions which good training should give.

At the close of the subject-matter whole, the teacher requires a brief and definite summary of all the subject-matter involved. Outside readings may be required. This should be presented in the form of oral reports, varied now and then with a brief written report. The written reports, however, should be few. The oral reports and discussions provide the opportunity for a variety of training and should be constantly followed. If the work is properly planned by the teacher and the proper training goes on, the teacher seldom uses more than one sentence during the whole recitation. At any given time, as the need arises, the teacher may interrupt as a member of the class, and present her view or her directions, but this should not take more than a minute or so, and should not involve a lengthy recitation by the teacher, which is the usual custom in the majority of history classrooms.

At the close of a period, the teacher may make and should make all corrections in language not previously made by pupils. A brief drill should be given at this point to guard against the repetition of incorrect English. We find, however, in this method of the recitation that poor English disappears and fluent and correct English takes its place, and the greater part of the corrections are made by the pupils themselves.

The same method of procedure varied to meet the

demands and requirements of the class in the subject-matter should be followed in the subject of geography. Every subject in the school curriculum admits of being socialized to the degree and extent that the pupils become the active, interested and responsible workers. Lifting the recitation out of the ordinary schoolroom routine means that the pupils become actively engaged in work that is practical and natural.

The ordinary recitation means an artificial and unnatural way of mentally digesting information and subject-matter. The question and answer method as well as the so-called development method seldom touches the child's real interest. It is evident also that in the ordinary recitation no plan or preparation is made for the child to take a conversational interest in the work. He is confined and restricted to the few thoughts that the teacher may have in mind which may or may not be the child's view point and which may in no sense be educational so far as the child is concerned. No opportunity is provided in the ordinary recitation for the child to receive that training in thought, in courtesy, in manners and practical morals, in language and in power of adaptability, which constitutes the valuable part of a recitation. The socialized recitation admits of all these elements which are imperative if the child is to be educated.

SOCIALIZING THE ARITHMETIC PERIOD

In both primary and more advanced arithmetic work we find splendid opportunity for an introduction of the Socialized Recitation. In the primary years, we need the play instinct to quicken and brighten the drill periods during which the *four fundamental* processes in number must be firmly grounded. This abstract work of the four fundamental processes is the real problem of the primary school curriculum and not only admits but truly *demands* the introduction of the competitive social instinct. In continuing the abstract process work in the higher grades and also in dealing with the concrete problem types of these later years, the socialized recitation gains deep interest, develops keen attention. The competitive interest of the business world finds its prototype in the pupil's measuring his effort with that of his associates, since he must meet their questions and criticisms and prove his conclusions to a *group* rather than to a single individual censor! In a small but growing way he learns to hold his own in a junior business world,—to be self-reliant, to listen even pleasantly to just interruptions and objections! He grows more original in the new democratic atmosphere; he dares express

additional thoughts aside from an accepted demonstration; he learns *to question even himself;* to distinguish naturally between the known and the unknown line; *to distinguish definitely the part of the problem* which is for him to solve. This training *in power to discern* the "don't know line" is perhaps one of the largest and finest results of the socialized work. The pupil realizes that each process he performs in working out a problem must be definitely accounted for to any class member who makes inquiry during his explanation. "Hit and miss" multiplications and other subterfuges of weak pupils who "work for the answer" thus disappear. Honest effort and concentrated thought result; the pupil knows that he is to be strictly watched by a *body of co-workers* each of whom has decided upon a *definite reason* for certain progressions in solving given work. The concrete work in this way grows into an inexhaustible field for training in exactness and in comparative methods.

Indefinite variations of number devices including card and board drills might be listed for those who wish thus to socialize the arithmetic period of the elementary school. As merely typical of such (but not inclusive), the following are outlined, as mere suggestions for the intelligent teacher who will add to any central thought device upon device as her own particular class demands:

Primary Drills:

(a) Give each child a card containing one combination. Have the class form a circle, each child hold-

ing his card in view. One child begins the game by giving his answer and calling upon another child to do likewise. Occasionally, someone gives the order to pass cards, when each one passes his card to his left hand neighbor, and the game continues as before. In case of an error, a child will call attention to it, and have it corrected before the game continues.

(b) Have a number of combinations on the board. One child begins the game by going to the board and writing the first answer. He calls upon another child to continue the game in like manner. The close attention of the entire class is necessary to detect mistakes. When one occurs, the child who first notices it, stands and corrects the answer or criticizes the formation of a figure, as the case may be. In their desire to have something to say, of course, many children will be over critical. This must be checked, or much valuable time will be wasted. Then, there is the child who enjoys attention. Occasionally such a child purposely writes an incorrect answer to get the desired attention. This also has to be watched for and checked. The preceding game may be varied by using the elliptical form of combinations, and having the children supply the missing figure.

(c) Problem work. One child gives a problem such as, "A boy bought seven marbles one day and three marbles another day. How many marbles did he have?" He calls upon another child for the answer. If correctly given, the second child may state a problem calling upon another child. If his answer is incorrect some child stands and corrects

him. This "game" may be varied by having part of the class working at the board, the rest ready to correct. When a mistake in written work occurs, the child who detects it passes to the board and makes the necessary correction.

In this exercise, there is splendid opportunity for correlating language with number. Require complete statements, careful use of words and different ways of expressing the same idea and so forth. Here, also, is an opportunity to form habits of politeness. They learn that "Jennie, I think you made a mistake," is to be preferred to, "That is wrong."

DRILL FROM CARDS

Each child is given a card on which are such numbers as follows:

27	14	18	26
9	8	9	5
—	—	—	—

The cards are placed on the desk showing only the plain white side. A child is called upon. He quickly holds up his card so that all members of the class can see it plainly, and calls upon someone to give the result at sight. If the one called upon fails, the result is given by the child who holds the card and asks the questions. When the answer is given the pupil who has been called upon holds up his card and calls upon some other member of the class. As soon as the cards are added, each pupil turns his

Socialized Number Games

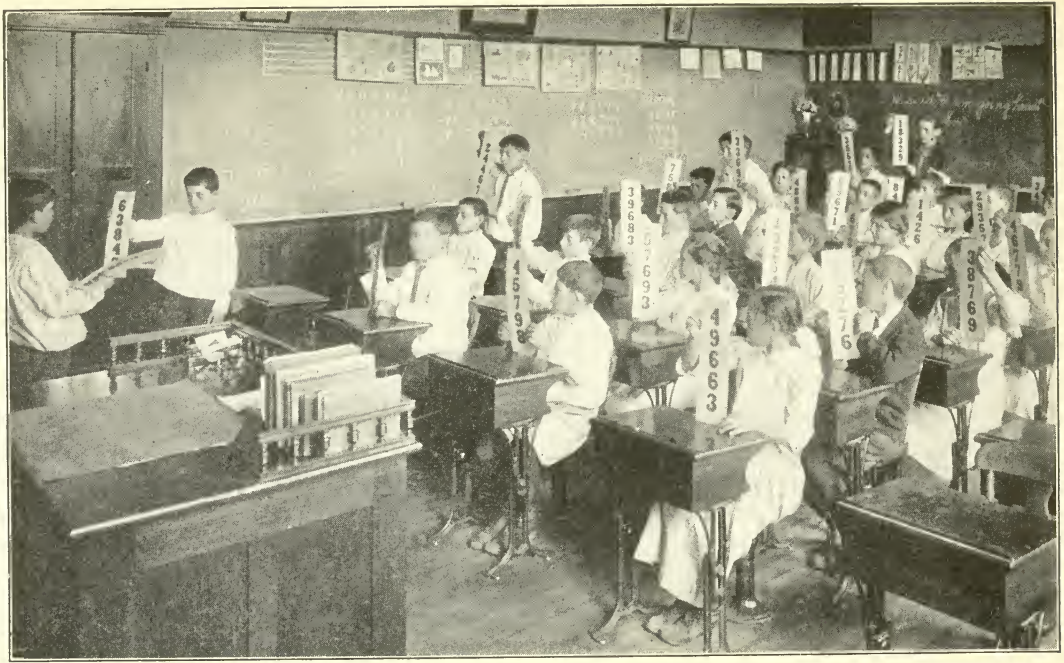
card over so that the side upon which the figures are written are in sight. In this manner, the pupils can readily tell who has previously shown his card. The last child to hold up his card calls upon the child who has first shown his card. This gives each member of the class a chance to add one set of figures.

PROBLEMS

Each pupil brings to the class an original problem. One pupil is called upon to read his problem. He then asks some member of the class to repeat and solve it. All members of the class are listening and ready to help the one who is solving it, should he be slow to understand. Any of the pupils may rise and ask questions of the one who has given the problem, or any member of the class. The drill is thus continued.

BOARD DRILL

Examples are written on slips, thus giving each child at the board a different example. The pupils place examples on the board, writing their initials over their work. As soon as a pupil has finished and proved his problem, he changes places with another member of the class. Each child carefully corrects the example before him. If he finds a mistake he calls the pupil who has worked the example to the board and talks it over with him. After the work has been corrected, the pupil who has corrected it places his initials in colored crayon under the initials of the pupil who has placed the problem on

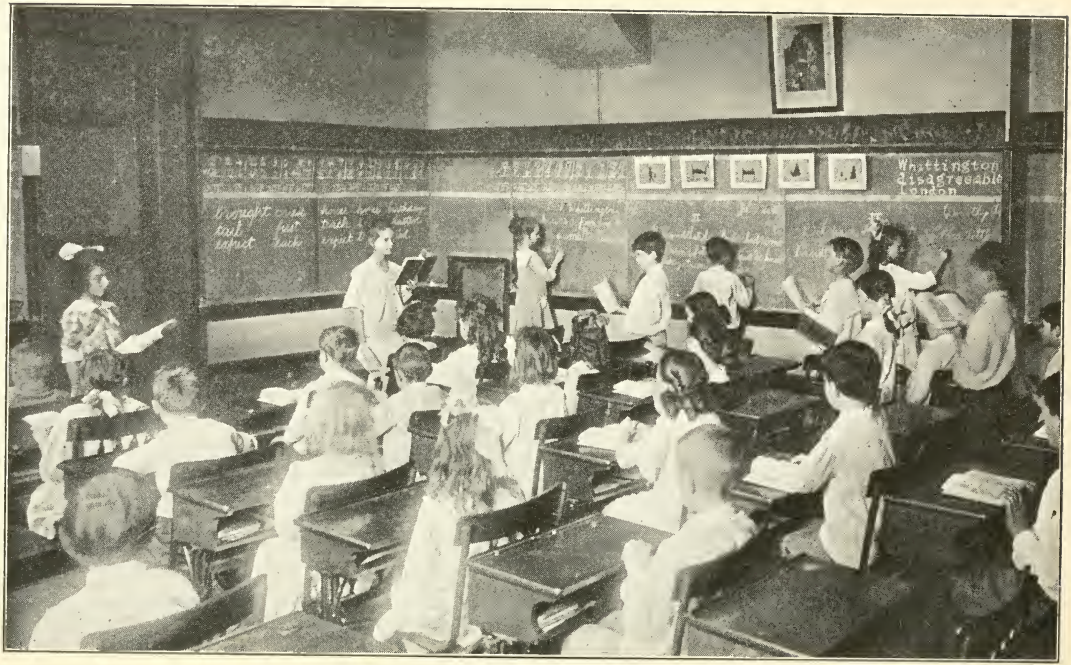


Artificial Drills

the board. Then he passes to his chair. After the pupils are seated they look over all the work on the board for mistakes which have been overlooked by the pupil previously correcting. When everyone has finished and is seated, the pupils are allowed to tell of any mistakes which they may still see and which may have been overlooked.

SOCIALIZING THE ORAL READING PERIOD

The use of the reading periods for developing a more complete social experience during the hours when pupils are in direct contact with the experiences of other characters (those of the world of literature) is perhaps the easiest approach for those who wish to bring into play the completely socialized recitation. In fact, we strongly recommend working out the social phase in a single selected subject, and, after a reasonable success and understanding is secured, adopting the socialized method in an additional subject. Thus gradually and without any disorganization of the classroom the transfer from the older form of recitation is made possible throughout the entire program. (It is conceded that any change of method will at first seem to tend toward confusion; but by reorganizing the classroom subjects one by one, we shall find the change not confusing but invigorating; the results, not weakened but more vital and less stereotyped.) As has been suggested, the beginner will find the oral reading period not difficult to organize with the social end in view. And when she watches the child's natural joy as his mind opens out through



Socialized Reading Lesson

search which he himself directs, she must rejoice; she will better understand the real meaning of the words of Gerald Stanley Lee: "Any training in the use of books that does not base its whole method on rousing the instinct of curiosity, and keeping it aroused, is a wholesale slaughter, not only of the minds that might live in the books, but of the books themselves. To ignore the central curiosity of a child's life, his natural power of self-discovery in books, is to dispense with the force of gravity in books, instead of taking advantage of it."

In general the important points for the teacher to help work out will be the following:

(a) That pupils ask the meaning of unfamiliar words.

(b) That pupils give individual opinions concerning the lesson or facts in the lesson.

(c) That different expressions be used in asking for corrections, criticisms, suggestions, etc.

The pupils watch carefully for the good points as well as for the weak. They read to the class rather than to the teacher.

At first the work progresses slowly, but gradually the pupils become accustomed to the method, and the language and expressions become clear and definite. The children are much more interested in carrying on a reading lesson in this way. It secures attention, for the child understands that he is to have a part in making the corrections if there are any to be made. He feels free to ask about any part of the lesson not clear, and he does all this in a cour-

teous way. The child feels a great responsibility because he is the one to right the incorrect word. Each pupil adds his store of knowledge and experience.

DEFINITE SUGGESTIONS FOR SOCIALIZING THE VARIETIES OF READING WORK

Because of the entirely different problem of the teacher of the beginner in reading and of the teacher who receives pupils who are already masters of the mechanics of reading, it seems a more definite working basis to subdivide the oral reading classes according to the different powers of the pupils. All pupils of the elementary school may be grouped under one of the following three classifications, according to the necessary means by which we expect them to gain the thought from the printed symbol:

I Blackboard Reading.
II Reading from Text-books.
III General Reading.

BLACKBOARD READING

During the early part of the first year we believe that blackboard reading holds the important place; also, that this blackboard reading is a reading period separate and complete in itself, and not purely a phonic period nor a word drill period. The blackboard reading is *to be definitely prepared for* by the separate word drill period—just as the reading of a piece of literature should be preceded by a drill of

words selected for their difficulty.

When pupils have been thoroughly drilled upon the new words of the added vocabulary, they are ready for the blackboard reading of sentences which contain a new arrangement of the words previously drilled upon. *These sentences of new arrangement* of the new or other review words *constitute* the real *reading* drill of a class at this stage. The almost memorized arrangement of the "type sentence" often used is in reality only a word drill,—the reading itself really beginning with the power to regroup known words and phrases.

The big point to insist upon in this initial reading is the correct phrasing. At first it is permissible to use check marks to indicate the proper phrasing:

e.g. The dog x found a piece x of meat.

The order of procedure is as follows:

1. Pupil stands at board with two pointers, inclosing the first group of words to be read. (In sentence quoted there are three groups:

(a) The dog
(b) found a piece
(c) of meat.).

He continues through one sentence or several sentences—according to the advancement of the class.

2. Pupils are allowed to explain a word which puzzles the pupil who is reading orally. This word must then be recorded in some way by the teacher and

later impressed *during another word drill.* Guard against giving too much time in the reading period to long halts for reviewing word drills. Pupils who are ready to assist should be given opportunity to do so, and the word again included in another word drill.

3. Pupils are allowed to criticize an unsatisfactory recitation *if* able to show how they prefer the sentence to be read.

In connection with the above work, the wise teacher will also make a larger use each year of the dramatic instinct during the beginning reading work. Dramatizing the stories told by the teacher preparatory to drilling upon vocabulary found in the story is a splendid means of drawing out the more timid children and making them freer to speak and to attempt the newer problems. Another phase of dramatic work is also appealing to the child who has reached the line of simple sentence reading. Groups of action sentences are placed on the board in readiness for this drill. Different pupils are given opportunity to select any sentence to "act out"—other pupils *guess* the sentence by reading from board the sentence supposed to apply to the action.

Examples of Action Sentence.

Girls jump.
Run to the window.
Wave the flag!

Innumerable action sentences can be compiled by the teacher from the regular vocabulary.

READING FROM TEXTS

A. General Readers.
B. Dramatic Readers.

This division of the work comprises perhaps the largest amount of reading drill at present carried on in the American public school. Here then lies the large field,—a field for so arranging the work that the child does not cease to exercise *his* mind, that he reads not because he *must*, but that he may read understandingly and with a desire to return again and again; that the habit of literary browsing may grow upon him each year, thus enabling him to forge his attitude toward all real literature. This *attitude* is more than any group of facts he may glean during the year's work with any reading text; for if this attitude is right, he is on the road to all that literature may offer within the school walls and *without!* This, surely, is the teacher's largest aim, and some definite scheme must be thought out, whereby the child does not feel the assignment to be simply a task. On the other hand, he must not only be given opportunity for this freedom of growth, but he must be given *some definite direction* by which he is led on by the teacher to this opportunity which is to be his. It is, furthermore, one of the teacher's duties so to plan that the new freedom of the classroom may not be wasted by the willing but inexperienced pupils who do not yet know how to use it. It is for *her* to plan what definite ways and means contribute best toward bringing out the inner child too often hidden. "*Lure* him on. It is education," must be

our new slogan, remembering that "a work of art cannot be taught to a pupil in any other way than by making this same pupil a poet, by getting him to discover himself."

What first stepping-stones shall we place in the pupils' way so that they must, unconsciously yet of necessity, choose this road to larger growth which in the classroom is only possible where the class work is freed from the dictatorial restraint or continual suggestion of the teacher? In what way shall we remove the teacher's continuous patching and prompting which either sums up or (worse still) interrupts the thoughts which the children should be expressing or given opportunity to develop? One of the ways of transferring the center of thought progression to the pupil is as follows:

I. Pupils may choose one of their number to sum up that part of the story read in a previous period; e.g. when reading a book of length similar to Baldwin's Robinson Crusoe, or even stories continuing but three or four pages, a pupil should announce before the beginning of the daily reading the characters already met in the story and the plan of action up to the present lesson. This introduction makes for careful connection and accuracy, in addition to larger interest upon the part of both the questioner and the pupil chosen to make the summary. (The class need spend but two or three minutes introducing the lesson, for only the short, concise summary is to be required.)

II. After orally reading a section of the text, the

pupil may question or receive questions concerning the part which he has read:

(a) Concerning content of section.

(b) Concerning words, phrases, etc.

e.g. (1) At this point the magician *flew into a passion.*

(2) Aladdin was *seized with a desire* to see her face.

(Third Reader arrangement of Aladdin and His Lamp.)

(3) It has *burned him to a crisp.*

(First Reader arrangement of a Spanish Folk Tale.)

(4) The great city does not knowingly allow anyone to starve *within its limits.*

(Second Reader arrangement of A Friend in Need.)

The pupil may also call for a summary of the section read.

III. Pupil chooses the one who is to follow him in continuing the oral reading.

IV. After most of the period has been spent thus, it should be concluded by a *short* summary of the entire story if completed or of the number of sections read during the period.

V. In stories of greater length than fables, as well as in geographical and history readers, nature books, etc., an outline may be kept on the board, and built up by the pupils' daily additions. We

will illustrate by considering "The Story of Midas or The Golden Touch."

Pupils should develop power to name each section—the best name being selected from the many offered and added to the outline kept on the board. It will be noted that this topical designation is a splendid proof of knowledge of content.

In the suggested story, we may develop an outline similar to the following:

1. The Dissatisfied King.
2. The Stranger's Visit.
3. The Miraculous Touch
   (a) The king's joy.
   (b) The king's despair.
4. Return of the Stranger.
   (a) His other power.
   (b) His generosity.
5. A Changed King.

Such outlines may be of the greatest use in *correlating* reading, geography, nature, history, or other topics, with the language composition drills both oral and written. By talking or writing from such outlines compiled by pupils, it will be seen how readily story-telling, or reproduction of information paragraphs, may grow out of the reading lessons. A detailed discussion of such language work is not necessary here, but the mere suggestion is made in the hope that the one subject will not be separated from the other, for both should be but different avenues to the one *aim of all literature—the child's reaction* to the author's message. Our literature

whether of the reading or language period is chosen with that end in view, for the great juvenile literature like the truly great book "depends now and forever upon what it makes a man say back."

DRAMATIC READING

This type of reading may be socialized by arranging for the following issues:

1. Class stage manager should read story the day before class first work out the piece.

2. Stage manager should be prepared to announce number of characters needed, materials and properties suggested, and localities where different characters live or which they are to visit.

3. Pupils are to decide on the places in room which will serve for localities listed.

4. Pupils are to decide what materials at hand shall be substituted for those called for in story. Their own ingenuity will suggest wonderful substitutes. The teacher should not dictate. She will soon discover that the pupils really prefer using objects at hand to material brought in from outside the schoolroom. E.g. a pointer makes a good fish-pole; a chair itself is sufficiently royal for any throne.

5. Try-outs for each character part makes for interest. Have pupils choose the best from four or five readings by different individuals. The best one for the part will invariably be chosen.

6. Different groups must be given opportunity to

read the story. Comparison of groups should be made.

7. The class should be encouraged to search for parts in which those not actually reading aloud may take part. Most stories suitable for dramatizing offer opportunities for large groups.

E.g. { *Wind* may be personified by humming.
Forests, by several pupils standing with arms raised.

GENERAL READING

The ultimate test of the control of the mechanics of reading is the ability to read with a reasonable degree of fluency what is known as General Reading. This branch of the work is gradually increasing in the best classrooms. It includes a definite experience with the following, which the child will meet in his outside life:

1. Selected newspaper articles.
2. Selected magazine clippings.
3. Reading of railroad folders descriptive of interesting localities.
4. Library books belonging to the school.
5. Miscellaneous articles accepted and approved by the teacher.

The time allotted to this sort of work will naturally vary with the daily program. The work need only be tried to prove the genuine power it develops in reading intelligently to others. The

work with newspaper articles or clippings from magazines will probably lead to the growth of a current events bulletin board—added to and arranged by the pupils. The library book read by one child may be of such interest to him that he will want to read some of it aloud to the class, adding in his own words enough of the complete story to interest his fellows in reading the book. Lists of books by the same author may be posted for those who wish to read others. During morning exercises, an entire book may be read aloud in this way by several pupils chosen for their ability to read clearly and magnetically. The ten minutes spent thus will prove one of the most popular periods of the day—besides adding to the pupils' growing interest in the worth-while type of reading.

These suggestions for variations in the reading period naturally cannot include a discussion of types of readers or the character of the literature to be selected. The subject is too large and the principle of selection too subtle to admit of discussion here. It is assumed, therefore, that the reading material has been selected with a serious, yet sympathetic interest so that the socialized reading class may not be cramped by lack of suitable selections. There are so many good readers and so many standard lists of juvenile books that poor selection of material seems inexcusable. The dull book or the one revealing miracles to the waiting child—which shall we choose? Should we not weigh all reading material more sanely if we never forgot that "reading a book is a game a man plays with his own infinity?"

III

ACTUAL LESSONS AS ILLUSTRATIONS

It has been stated on good authority, based upon careful investigation that the teacher uses twenty-one words to one used by the pupil. If this is the case, it is quite evident that children take but little active part in the recitation. It should cease to be a source of wonder that pupils fail in that mastery of English of which they should be capable. The proportion should be reversed. The children should use the twenty-one words to the one used by the teacher. Let the children be trained to talk and to play that active part in the recitation which will enable them to master their oral English and such other work as falls to them to do.

This can best be illustrated by the following series of lessons. These were taken down stenographically, and have not been revised. They represent the recitation as it is now being used in the public schools of Port Chester. The several subjects of the daily program are illustrated by actual lessons taught in the classroom.

HISTORY LESSON—GRADE VII.

The Struggle for the Hudson River and Middle States in 1777.

1. Burgoyne's campaign—plan.
   a. Brilliant beginning. Crown Point; Ticonderoga.
   b. Difficulties of the General.
   c. Battle of Bennington.
   d. Failure of Howe to meet Burgoyne.
   e. Battle of Saratoga—Importance of this battle.
2. St. Leger's Campaign—plan.
   a. Attack on Fort Stanwix.
   b. Failure of plan—reasons.
   c. Effect of this failure upon the general plan.

TEACHER: We are going to recite on Burgoyne's campaign to-day. The first topic will be the brilliant beginning. The capture of Crown Point and Fort Ticonderoga will come under the topic. Carlton, what can you tell us of Burgoyne and his plan?

CARLTON: (Rises and faces the class.) General Burgoyne left Canada on his way to Albany where

he was to meet General Howe. He went as far as the head of Lake Champlain when his difficulties began. He marched through the wilderness along the border of Lake Champlain and reached Lake George. General Schuyler, the American commander, had gone ahead and felled trees, destroyed bridges and placed many obstacles in his way. Burgoyne's men were exhausted and his provisions were giving out. He then sent a detachment to Bennington, Vermont, where the Americans kept their provisions and ammunition. (Carlton then called upon the class for corrections. Pupils who had suggestions and corrections to make rose quietly and stood by their seats until recognized.)

CARLTON: Bessie, what have you got to say to me?

BESSIE: Which way did Burgoyne come to Albany, Carlton?

CARLTON: Burgoyne left Canada with about eight thousand men and crossed the St. Lawrence river and captured Ticonderoga which is south of Lake George. This was the brilliant beginning.

ALMA: Carlton, where was it that Schuyler began to obstruct the way?

CARLTON: Beginning at Lake George, the country was laid waste for about twenty miles around.

GEORGE: Carlton, you said that Burgoyne captured Fort Ticonderoga which is south of Lake George. How could he go along Lake Champlain, then?

CARLTON: He went along the shores of Lake Champlain and captured Ticonderoga. Thank you,

George, I made a mistake.

JOSEPH: Carlton, what did Burgoyne have before starting out on the expedition?

CARLTON: Burgoyne had a large amount of ammunition, horses and provisions.

JOSEPH: He had a war feast with the Indians. What American general met Burgoyne's regiment at Bennington, Vermont?

CARLTON: Colonel Stark met Burgoyne's men before they reached Bennington.

ERIC: What kind of soldiers had Burgoyne in his army?

CARLTON: Indians, Hessians, Canadians and British.

MARION: Carlton, after Schuyler blocked General Burgoyne's way, how many miles did they go?

CARLTON: Not more than three or four miles.

ANNA: It was no more than one mile, Carlton.

HERBERT: Carlton, Burgoyne was at Fort Edward for a few days before his provisions gave out.

CARLTON: I don't think he was, Herbert.

HERBERT: It said so in the book, Carlton.

CARLTON: Will you please find that in the book, Bertha? (Bertha takes out her book and reads—"Builders of Our Country—Book II—page 66. By the time he had been a few days at Fort Edward, he began to feel the want of fresh horses and the need of new supplies.")

CHESTER: Who came up from New York to meet General Burgoyne?

CARLTON: General Howe was to come up from the South and St. Leger from the West.

CHESTER: Did Howe carry out his plan?

CARLTON: No.

GEORGE: When General Burgoyne started out from Canada, how many men did he have, Eric?

ERIC: I think he had about eight thousand men.

HAZEL: What position did General Schuyler hold, Alvin?

ALVIN: He was General over the North American troops.

CLIFFORD: How long did it delay Burgoyne by chopping down of trees and bridges, Carlton?

CARLTON: About three weeks.

The teacher next called upon Herbert to go to the front of the room and trace the route of Burgoyne on the map of New York State.

HERBERT: After Burgoyne left Canada he started down the west shore of Lake Champlain until he reached Fort Crown Point and captured it. Ten days later he captured Fort Ticonderoga and followed down the shore of Lake George until he came to Fort Edward. After he left Fort Edward, he started down the west shore of the Hudson river until he came to Stillwater (Saratoga) and was defeated there.

WILLIAM: He stopped at Fort Edward for a few days, Herbert, and his supplies were running low. He sent Hessians to Bennington, Vermont, where the Americans had their supplies stored.

HAZEL: William, that wasn't a main force—that was only a part of his force. I should think you would follow the main forces.

GEORGE: Herbert, you didn't say that he stopped at Bemis Heights.

CARLTON: George, what happened at Bemis Heights? Why did you mention it?

GEORGE: The Americans were stationed at Bemis Heights where Gates and his army were encamped.

HAZEL: On which side of the Hudson river and in what state is Stillwater, Herbert?

HERBERT: Stillwater is on the west side of the Hudson river and in Saratoga county.

BERTHA: I understood you to say that General Burgoyne went from Ticonderoga down to Crown Point. It should be up to Crown Point because the water flows the other way.

The teacher next called upon Edwin to tell about the Battle of Bennington.

EDWIN: General Burgoyne was coming down from Canada to meet General Howe and St. Leger at Albany. He got as far as Fort Edward when his supplies gave out. He sent 1,000 Hessian soldiers to get the American supplies and horses. When they got there they were met by General Stark who said "There they are, boys! We beat them to-day, or Mollie Stark's a widow!" They were defeated and 100 of the 1,000 Hessians went back to the army. The others were either killed or wounded by the Americans.

ALMA: Edwin, were they all killed or wounded?

EDWIN: Some were killed, some wounded and captured.

EVELYN: Edwin, I don't think Colonel Stark

said, "There they are, boys! We beat them to-day or Mollie Stark's a widow!"

EDWIN: I beg your pardon, Evelyn, but Colonel Stark did say it. Here it is (takes out his book and reads) "Builders of Our Country—Book II page 67 —There they are, boys, etc....."

ERIC: Were the troops part of the Continental or State Militia?

EDWIN: I think they were of the Vermont Militia.

CLIFFORD: Whose supplies were stored at Bennington, Evelyn—American or British?

EVELYN: I think it was British.

CLIFFORD: No, it was American, and the British thought they could easily capture the stores and supplies, but they were defeated by Colonel Stark.

TEACHER: We will now recite on the failure of Howe to meet Burgoyne and the importance of the battle of Saratoga. Clifford, you may begin the recitation.

CLIFFORD: General Howe failed to meet Burgoyne because Washington was encamped in New Jersey a few miles from New York. Howe would not come out for he knew Washington had too many men for him. Howe gave up the attempt to draw Washington out, and thought he would try and capture the city of Philadelphia, so he embarked in ships and sailed down the Atlantic ocean and up the Chesapeake Bay, and landed at the head of Chesapeake Bay at Elkton. A few miles from Elkton was Brandywine Creek.

After Washington had kept Howe around Phila-

delphia for two weeks, he knew it was long enough so Howe could not possibly get back to Saratoga to help Burgoyne. Then, Washington took his army and went into winter encampment at Valley Forge. (George rose and was recognized by Clifford who asked—) What is it, George?

GEORGE: Clifford, why didn't Howe carry out his plan?

CLIFFORD: Washington kept him fighting around Philadelphia.

GEORGE: No, I think he thought if he could capture the capital of the United States he could get a medal from the king. Do you know what man proposed this plan to Howe, Clifford?

CLIFFORD: No, I don't, George. Who was it?

GEORGE: General Charles Lee had been captured, but the British said that if they could capture Philadelphia, which was the capital, then they might hold some of the leaders.

BESSIE: How many British were captured at the Battle of Saratoga?

CLIFFORD: I haven't come to that topic yet, Bessie.

JOSEPH: Howe didn't go by water first, he went by land to Jersey. What did Washington do that made Howe go back to New York?

ALVIN: He stayed on the heights around Morristown. He did the same as Philip Schuyler did to Burgoyne. He worried him so, that Howe returned to New York.

HAZEL: How many years later was it found out that Charles Lee was a traitor, William?

WILLIAM: It was found out eighty years after, when a document was found in Lee's handwriting.

CHARLES: What city was the capital of the United States at that time, Bertha, and what did they call it?

BERTHA: Philadelphia was the capital and it was called the Quaker City because Penn was a Quaker and was the Governor of Pennsylvania.

TEACHER: Bessie, you may recite upon the battle of Saratoga.

BESSIE: General Burgoyne was getting out supplies and ammunition to take to Saratoga. He took with him 8,000 men. The British were defeated and the Americans captured or killed 6,000 British soldiers. Then, they passed out of the city bearing the flag of the stars and stripes. The importance of this battle was that so many of the English soldiers and Burgoyne were defeated and sent back to Canada. (Bessie then asked if there were any corrections to be made.)

HERBERT: We learned in the beginning of the lesson that Burgoyne had 8,000 men at the Battle of Bennington. He lost 1,000 men, and if he had 8,000 in the beginning, I don't see how he started with 8,000 more for the battle of Saratoga.

CHESTER: He started out with 7,000—lost 6,000 and had 1,000, and could not go very far with 1,000.

MARION: I think he did start out with 8,000 but there were many Tories.

ALMA: If Burgoyne didn't have any supplies, why did he start down for the Battle of Saratoga?

GEORGE: Burgoyne thought that Howe would

come up from New York and bring supplies and St. Leger would come from the Great Lakes and bring supplies, so he thought it would be safe.

HERBERT: If he thought Howe or St. Leger would come, he should have waited at Fort Edward for he had two forts captured and should have waited for supplies before he fought so important a battle.

BESSIE: I don't know the exact reason why he didn't stay there, but I think that he thought if he went down further, he would meet Howe sooner and conquer the rest of the States.

HERBERT: Perhaps you are right, Bessie, but I think Burgoyne was a foolish general because he had made mistakes already, and when he had these two forts he should have put a force there.

BESSIE: I think that is right, Herbert. What have you to say to me, Alvin?

ALVIN: How was Burgoyne starved into submission, Bessie?

BESSIE: The Americans had enough supplies and ammunition to keep up the fight for a long time, but Burgoyne didn't have enough, so at last he was forced to submit to the Americans. They fought the decisive battle and beat the English.

BERTHA: What man planned the position for the Americans at Bemis Heights, Alma?

ALMA: General Schuyler did.

GEORGE: No, Alma, Kosciusko did.

ALMA: Who was he, George, I never heard of him?

GEORGE: He was a Polish man who came to

America to fight. Bessie, give two results of the Battle of Saratoga.

BESSIE: Two results were that Burgoyne was defeated and the English lost many soldiers.

JOHN: Bessie, I think that one result was that France acknowledged the independence of the colonists, and another was that it was the turning point in the War of the Revolution and that it was one of the most decisive battles in the world's history.

BESSIE: Who got the credit for the battle?

ANNA: General Gates, but he shouldn't have received the credit for he wasn't on the field when the battle was fought. Arnold and Lee should have received the credit because those two men and their sharp shooters won the battle.

ALMA: No, Bessie, General Lee was an English fighter and Arnold turned traitor before this battle was fought. *Him* and Morgan decided that it was the Virginia sharp shooters that won the battle of Saratoga. These men could throw up an apple and shoot the seeds out.

CLIFFORD: Alma, you said, "*him* and Morgan," you should have said, "*he* and Morgan."

ALMA: What was the first American flag made of, Hazel?

HAZEL: I don't know, do you, Ruth?

RUTH: The first American flag was made of a red flannel petticoat.

HAROLD: It was made of more than that. If it was a red flannel petticoat it had to have blue and white on it.

CHESTER: The blue was from a blue pair of pants and the white from a white flannel shirt.

ALVIN: Benedict Arnold was not a traitor at the fight at Saratoga. He wasn't a traitor until later years when he was at West Point. He was at the Battle of Saratoga with Morgan.

JOHN: Bessie, give the dates of the Battle of Saratoga.

BESSIE: In November 19 and October 7, 1777, the battles were fought at Saratoga.

ANNA: At the Battle of Saratoga, France helped the Americans. How long after did she help them, Evelyn?

EVELYN: France helped the Americans until the end of the Revolutionary War.

WILLIAM: John, when you were reciting on the importance of the Battle of Saratoga, you said it was a decisive battle. What do you mean by *decisive?*

JOHN: I mean by *decisive* that it was all on one side.

HELEN: William, I think *decisive* means the turning point of a war.

HERBERT: The Battle of Saratoga was one of the fifteen decisive battles of the world, and of every battle fought this was the most decisive. This battle was most decisive because it broke up the English plan of separating New England from the rest of the Colonies because New England was part of the Colonies.

TEACHER: We will next take up St. Leger's campaign following the course of St. Leger. Edward may begin.

EDWARD: St. Leger sailed up the St. Lawrence river to Lake Ontario, stopping at Oswego for two or three weeks. Oswego was the place where the supplies and provisions were kept. From Oswego, he went up the Mohawk river to Oneida Lake until he came to Rome which was then Oriskany. There he laid siege to Fort Stanwix. Are there any corrections to be made, Clifford?

CLIFFORD: Benedict Arnold came up through the Mohawk river and captured two small boys. At first he thought he would have them killed, but then he said that he would spare their lives if the oldest one did what he wanted him to. He shot the boy's coat full of bullet holes and told him to go back to St. Leger and tell him an American army was coming with as many men as the leaves on the trees.

JOHN: Clifford, you said, "He shot the boy's coat full of bullet holes." If they did that wouldn't that give a signal to the British so they could get away? I think the boy cut the holes in his coat himself.

CLIFFORD: Well, I read it in the book and I can prove it. Here it is "Builders of Our Country—page 71—The boy agreed. His coat was then shot full of bullet holes, and in this same coat, he was sent rushing into St. Leger's lines to tell of an approaching American army as numerous as the leaves on the trees."

JOHN: Thank you, Clifford.

BERTHA: Edward, Howe started at New York and Burgoyne from the northern part of New York. Why didn't St. Leger start at Buffalo?

EDWARD: I think he started from that part of Canada because Ottawa, the capital, is right there.

BERTHA: Ottawa isn't the most important place for English supplies.

ALMA: The Americans took the arms and ammunition at the Battle of Stanwix. What did they take for trophies, Herbert?

HERBERT: They took five English flags.

ALVIN: St. Leger started out with many Tories and Indians. He may have had a small army too. The Indians ran away when they heard Arnold was coming. They thought he was a god. St. Leger stayed as long as he could.

CLIFFORD: Why did the Indians think he was a god?

ALVIN: Because they didn't see how one man could have so many soldiers.

EVELYN: What Indians helped the British, Alvin?

ALVIN: The Iroquois Indians.

MARION: What help did they give, Hazel?

HAZEL: They did more harm than help because if St. Leger hadn't had them he might have had a chance to fight Arnold, for other soldiers would have stayed with him.

ERIC: Clifford, was the battle of Oriskany fought in an open field?

CLIFFORD: No, it was fought in the woods.

ERIC: I don't mean that. Did they go right out and fight?

CLIFFORD: No, they hid behind trees and ambushes.

CARLTON: Who was the better general—Burgoyne or St. Leger?

GEORGE: Burgoyne was, because he got nearer to Albany.

CARLTON: St. Leger was better because he didn't go all over and try and fight everybody at once.

GEORGE: Burgoyne was the better because he didn't have a place to stop for supplies like St. Leger. When he got short of supplies, he tried to get supplies by fighting for them, but he couldn't get any. Burgoyne had more courage and was the younger of the two generals. He was only twenty-one years old.

JOSEPH: St. Leger wasn't afraid, for he stood until the last one, while his men ran away when they heard guns.

BERTHA: Clifford, who warned the Americans that the Indians were lying in ambush for them at Oriskany?

CLIFFORD: An Indian spy.

CHESTER: Lillian, name a general that was wounded in the battle of Oriskany, and tell what he did after he was wounded.

LILLIAN: General Herkimer was wounded and sat under a tree. He lit his corn-cob pipe and directed the battle, telling his men just what they should do.

CHESTER: What nationality was Herkimer, Lillian?

LILLIAN: Herkimer was a Scotchman.

BESSIE: The book says he was a German.

CHESTER: Well, I suppose I'll have to take what the book says.

TEACHER: Class, we will now have a brief summary of Burgoyne's campaign. Carlton, you may give the summary.

CARLTON: Burgoyne was a British general who came from Canada to Albany by way of Lake Champlain. He captured Crown Point and Fort Ticonderoga. He was later delayed by General Schuyler, an American general who cut down bridges and felled trees and laid waste the country. After a hard struggle Burgoyne reached Fort Edward where his supplies were diminished. The Americans kept their supplies at Bennington, Vermont. Burgoyne sent 1000 Hessians to capture these supplies. Here they were opposed and defeated by General Stark. Because of the lack of supplies and ammunition they were forced to surrender. They then encamped for two weeks at Bemis Heights. Burgoyne then fought the Battle of Saratoga, which was a victory for the Americans and ended the campaign.

TEACHER: Herbert, you may now give a brief summary of St. Leger's campaign.

HERBERT: St. Leger sailed up the St. Lawrence river to Lake Ontario and landed at Oswego. Some Indian tribes joined him here and he marched east and laid siege to Fort Stanwix. Here he sent a detachment to fight against General Herkimer. In the meantime, Benedict Arnold set out with twelve hundred men to save Fort Stanwix. Arnold shot a little boy's coat full of bullet holes and sent him to St. Leger. At the sight of this, all of St. Leger's men

left him and fled. They were afraid that a ver large American army was coming and would captu them. On account of this trick played by Arnol St. Leger lost Fort Stanwix.

HISTORY—GRADE V.

OUTLINE OF LESSON

French explorers.
Church of the kings—ruler.
How disputes were settled.
French king's ideas.
Verrazano—his voyages—first landing; second landing.
Return trip and why.
Map—letter—war and result.

FIRST TOPIC—REVIEW LESSON

CARMELO: We have studied about Spain which sent Columbus on a voyage. Columbus discovered the West Indies in 1492, and afterward Spain sent colonies to the West Indies. In 1498, Cabot discovered Labrador for England—and after that the English people settled New England. The Dutch sent out Henry Hudson. He discovered the Hudson river and Hudson bay, and then the Dutch settled there.

TEACHER: John, have you anything to add to Carmelo's recitation? (No additional contributions.)

TEACHER: We will then go on with the French explorations. (Several pupils stand.)

CARMELO: Arthur, will you discuss the Frenc explorers?

ARTHUR: When Columbus discovered America all the kings of Europe belonged to the Catholi Church. The kings of Spain and Portugal began t quarrel over land outside of their kingdoms. Th pope settled all of the disputes. He got a map an drew a line between the north and the south pol

THOMAS (adds): Then the French king said, "I Portugal and Spain are going to have all that lan *ain't* I going to have a share?" So he looked aroun and got a man named Verrazano.

IDA: Aren't you getting away from your sub ject? I think you are to tell us about the Frenc king's idea.

THOMAS: I think I *am*.

YETTA: Thomas, what do you mean by "*aint*? You mean "*am I not*" or "*can I not*?"

ALICE: I don't think the king of France said, "I they are going to have the land, why shouldn' we?"

DANIEL: If Spain and Portugal get the land i America, why wouldn't the French have a share too

TEACHER: Who would like to contribute to th subject?

CARMELO: Verrazano started his first voyage i 1549. (Three pupils immediately stand.)

JOHN: Some think it was in the year 1554.

ALONZO: Verrazano started his voyage in the yea 1524.

HENRIETTA: Verrazano's second trip was to New foundland.

TEACHER: I'd like to hear more about the *first* trip. (Six pupils immediately rise.)

IDA: I would like Alonzo to prove the statement about the date of Verrazano's discovery. Who is right?

ALONZO (reads): "Builders of Our Country, page 143, The French king sent for Verrazano and told him that he wanted him to go in search of a passage westward to China. Verrazano consented and in 1524 started out."

TEACHER: I would like to hear more about the first journey.

ANNA: When Verrazano first landed, his eyes met a glad sight. Fires were blazing on the sand! This was in North Carolina. Food was scanty and he went back to France again.

CARMELO: What do you mean by *scanty food?*

ANNA: Scanty food means scarce food—not enough.

FRANK: It took forty-nine days to make the first voyage.

TEACHER: You have told me the kind of people the *Pilgrims* found when they landed. Now tell me the kind of people *Verrazano* found when he landed.

JULIA: When Verrazano landed on the shores of North Carolina, he found Indians there. They were pointing to the shore showing him where he should land.

MEDIO: Were the Indians friendly to Verrazano, Julia?

JULIA: Yes, the Indians were friendly to Verrazano.

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ARTHUR: The Indians ran almost naked—like deer.

HAZEL: Arthur, why did they run like deer?

ARTHUR: I don't know.

ELIZABETH: I think they ran like deer because they were afraid of the people coming toward them, and of the great white ship coming toward them.

TEACHER: Where did he go from North Carolina?

SANTINA: After Verrazano went to Newfoundland from North Carolina, his food soon grew scarce. That is why he went back to France.

SARAH: Before he went to France he wrote a long letter to the king about the voyage. The king was having wars with Italy and he forgot to think about the new lands across the sea.

HELEN: Verrazano's brother drew a map of France.

MEDIO: Helen, Verrazano's brother drew a map of the Eastern Hemisphere.

JENNIE: The map drawn by Verrazano's brother was a line between the north pole and the south pole.

SARAH: The pope did that! You are all wrong. Verrazano's brother made a map of the coast where he was riding in his boat—from North Carolina to Newfoundland.

IDA: Can you prove that, Sarah?

SARAH: Yes! "Builders of Our Country, page 142, It was the pope who settled their disputes. He took a map and drew upon it a line from the north pole to the south pole, three hundred and seventy

leagues west of the Cape Verde Islands....."

TEACHER: Is there anything more to be said about this? If not, then let us have a summary of this discussion.

THOMAS: The French Exploration. After Columbus had discovered America, the French king was at war outside of his kingdom. The disputes were settled by the pope. The pope drew a line from the north to the south pole and west of the Cape Verde Islands. The French king's idea was that he would send out bold seamen and they would explore some land in America for the French. He heard of Verrazano, the bold seaman, and he called and told him that he should start a year later on the first voyage. He landed in North Carolina. From there he went to Newfoundland. When food became scarce he returned to France. Then his brother wrote a map showing Verrazano's explorations. The map was right. Verrazano wrote a letter to the king telling all about the strange people he had seen. He said, "They ran like deer." At this time France and Italy were beginning a war. The French king was warring so much that he forgot all about the beautiful land across the sea.

Quotation Work Socialized.

REVIEW LANGUAGE LESSON — FIRST GRADE

THE STORY OF CLYTIE

TEACHER: Long ago there lived a little girl. What was her name, Dorothy?

DOROTHY: Her name was Clytie. Where was her home, Fannie?

FANNIE: Her home was at the bottom of the sea. What kind of a home did she have, Sylvia?

SYLVIA: She had a nice little home. What kind of carpets did she have, Edith?

EDITH: She had green moss carpets. What was her furniture made out of, Beatrice?

BEATRICE: Her furniture was made out of coral. What color hair did she have, Emily?

EMILY: She had nice yellow hair. What color was her dress, Alma?

ALMA: Her dress was a pretty green dress. What kind of a carriage did she have, Viola?

VIOLA: She had a shell for her carriage. What *was* her horses?

CAROLINE: You said, "*was*" instead of "*were*," Viola.

VIOLA: I should say, "What were her horses," Jennie?

JENNIE: Her horses were goldfish. Where did she go every day, Donald?

DONALD: She went up to the top of the sea. What have you *got* to say to me, Beatrice?

BEATRICE: You said, "She went up to the top of the sea," and you ought to say, "She went riding every day."

JENNIE: Donald, you said, "What have you *got* to say?" instead of "What have you to say?"

DONALD: Excuse me, Jennie, but I don't think I did.

TEACHER: Excuse me, Donald, but you said "*got*" twice.

DONALD: I'll try to remember next time to say, "What have you to say to me?" Where did she go one day, Alma?

ALMA: She went on the top of the sea every day.

ROBERT: Alma, you said, "She went on the top of the sea every day," and you ought to say, "She went, one day, to the top of the sea."

ALMA: Where did she leave her carriage, Emily?

EMILY: She left her carriage *home*. What have you to say to me, Beatrice?

BEATRICE: You should say, "She left her carriage by the shore."

EMILY: (Emily repeated answer.) Where did she sit, Robert?

ROBERT: She sat on the beach. Where did she look, Dorothy?

DOROTHY: She looked at the sun. What was the sun doing, Caroline?

CAROLINE: The sun was just rising. What did the sun wake, Edith?

EDITH: It woke the flowers. What else did it wake, Chapin?

CHAPIN: It woke the birds. What else did the sun do, Jennie?

JENNIE: The sun *shined* the dew on the grass. What have you to say to me, Beatrice?

BEATRICE: You ought to say "The sun *shoon* on the grass." What have you to say to me, Emily?

EMILY: You should say, "The sun *shone* on the grass."

JENNIE: Then how did Clytie feel, Dorothy?

DOROTHY: She wished to be like the sun. (Pause) What do you want to say to me, Robert?

ROBERT: You waited so long to ask me, Dorothy, that I forget what I was going to say.

DOROTHY: What did the sun then do, Helen?

HELEN: The sun went down. What did Clytie wish to be like, Chapin?

CHAPIN: You should ask, what did Clytie do?

HELEN: Clytie drove home. I don't know what to ask. Alma, you may take my place.

ALMA: Every day what did she do, Robert?

ROBERT: Every day she went to look at the sun. One day what did she try to do?

CHAPIN: That's not the right question. You ought to have said, "What did Clytie wish more and more?"

ROBERT: What did Clytie wish more and more, Caroline?

CAROLINE: Clytie wished more and more to be

like the sun. One day what did Clytie try to do, Beatrice?

BEATRICE: Clytie *went to* go home. (Seeing Robert standing, Beatrice asks) What have you to say to me, Robert?

ROBERT: Beatrice, you said, "Clytie *went to* go home," and you should have said, "Clytie *tried* to go home."

BEATRICE: What's the difference between the two words, Robert?

ROBERT: I don't know, Beatrice.

BEATRICE: What did you stand for, then?

(Teacher interrupts and explains the difference.)

BEATRICE: What had happened to her feet, Anita?

ANITA: Her feet had turned into stems.

CAROLINE: No, Anita, you ought to have said, "She couldn't move her feet."

ANITA: She couldn't move her feet. Fannie, would you ask the next question, please?

FANNIE (After being helped by teacher): Where did she look, Mildred?

MILDRED: She looked in the water. What did she see, Sylvia?

SYLVIA: She saw herself. Dorothy, you may take my place.

DOROTHY: What had happened to her hair, Chapin?

CHAPIN: Her hair had turned into petals. What had happened to her arms, Beatrice?

BEATRICE: Her arms had turned into leaves. What had happened to her green dress, Edith?

EDITH: Her green dress had turned into a stalk. What had happened to her yellow hair, Fred?

FRED: That isn't the one. It should be about her feet, Edith.

EDITH: What had happened to her feet, Charles?

CHARLES: Her feet turned into roots. What did she look like, Caroline?

CAROLINE: She looked like a sunflower at last. What did you want to say to me, Edith?

EDITH: That isn't what we say first.

CAROLINE: She looked like the sun. What did she look like at last, Beatrice?

BEATRICE: She looked like a sunflower at last.

TEACHER: Children, can you think of a good question to ask at the end of the story, Caroline?

CAROLINE: What would you think if you saw a sunflower now, George?

GEORGE: I would think it was Clytie with her yellow hair.

DONALD: If I passed a sunflower, I'd say, "Oh, there's Clytie!"

SPELLING—GRADE IV.

At the beginning of the spelling lesson, the class wrote the five words taught the day before and the five review words assigned the day before by the teacher. The following was the presentation of the new spelling words upon which the class were to be tested the following day.

The teacher placed a word upon the blackboard, spelling it aloud to the class, pronouncing it before and after spelling it. The first word was D-I-S-A-P-P-O-I-N-T. The teacher then called upon Arthur to give a sentence containing the word *disappoint*.

ARTHUR: If I do not meet my friend, I will *disappoint* him. Marguerite, how many syllables are there in the word *disappoint*?

MARGUERITE: There are three syllables in *disappoint*. Joseph, what is the first syllable?

JOSEPH: The first syllable is D-I-S. (Teacher then drew line, marking off first syllable.) Arthur, what is the second syllable?

ARTHUR: The second syllable is A-P. (Teacher marked second syllable.) Michael, what is the third syllable?

MICHAEL: The third syllable is P-O-I-N-T. Harold, what is the first accent? (Lillian rose and was recognized by Michael.)

MICHAEL: Have you any corrections to make, Lillian?

LILLIAN: Yes, Michael, you should not ask what the first accent is, there is only one main accent in any word.

MICHAEL: Thank you, Lillian. Harold, on which syllable is the accent?

HAROLD: The accent is on the third syllable. (Teacher marked the accent on the third syllable.)

Harold then called upon the fifth row to go to the blackboard, and directed each one to write a sentence containing the word *disappoint*. While this was being done, Harold stood before the class and asked the pupils to write the word on paper as he spelled it aloud. After they had written it, he directed them to examine the word on the blackboard and then close their eyes and trace the word in the air, spelling it aloud as they traced. After this was done, he asked the class to examine the work on the blackboard and called upon Jennie to make the necessary corrections.

The following are the sentences written upon the blackboard by the row sent by Harold:

OSMAR: If I do not meet my friend, I will disappoint him.

OLOF: You will disappoint me if you do not come.

CLEMENT: I was disappoint*ed* because you were not there.

HELEN: If I do not meet you, it will disappoint me.

JENNIE: Are there any more corrections to be made, John?

JOHN: The writing is not clear in Olof's sentence.

ETHEL: Clement, the word is disappoint and not disappoint*ed*. Go to the board and write a sentence containing the word disappoint. Clement went to the board but could not think of a sentence. Alma rose and explained—disappointed means if something does not happen you will be disappointed. Your mother will disappoint you if she says that you cannot go, but your mother disappointed you when she said that you could not go. With the help of the class Clement wrote—You will disappoint me if you are not there at the right time.

After all corrections had been made, the teacher wrote the next word on the blackboard, first pronouncing it, then spelling it aloud to the class as she wrote it, and then pronouncing it again. The word was *uniform*.

TEACHER: Michael, give a sentence using the word *uniform*.

MICHAEL: The South*un* soldier wore a grey uniform.

LILLIAN: Michael, you said "South*un*" you should have said "South*ern*."

(Michael then repeated the sentence and pronounced the word correctly.)

MICHAEL: Joseph, how many syllables in the word *uniform*.

JOSEPH: There are three syllables in the word uniform. Helen, what is the first syllable?

HELEN: The first syllable is U- (Teacher then marked the syllable on the board.) Marguerite, what is the second syllable?

MARGUERITE: The second syllable is N-I. (Teacher marked the second syllable on the board.) Arthur, what is the third syllable in the word *uniform*?

ARTHUR: The third syllable is F-O-R-M. On what syllable is the accent, Ethel?

ETHEL: The accent is on the first syllable. (Teacher marked the accent on the board.) Ethel then called upon the first row to go to the blackboard and write sentences containing the word *uniform*. The pupils at their seats wrote the word on paper, then carefully examined the word on the blackboard. Ethel then called upon the pupils at their seats to close their eyes and trace the word in the air, spelling it aloud as they traced it. She then called upon the class to examine the work on the board and appointed Ernest to make the necessary corrections.

The following sentences were written upon the board:

FRANCES: The soldier wore a gray uniform.

DOMENICK: The fireman wore a uniform.

LOUIS: The police*men* wear*s* a blue uniform.

RICHARD: The man wore a *blew* uniform.

ANDREW: The nurse wore a white uniform.

Ernest corrected the sentences. When he came to Richard's sentence he said, "Whoever wrote this, come and correct your sentence. You don't spell this kind of blue like when you blow away some-

thing, but the color blue." (Richard spelled B-L-U-E and corrected his sentence.)

Walter rose and said, "Louis, police*men* means more than one man. Only one man wears a uniform. If you say police*men*, you have to say *wore* instead of *wears*. (Louis corrected his sentence.)

The teacher then wrote the next word on the blackboard, pronouncing it first, then spelling aloud C-E-L-L-A-R and then pronouncing it again.

TEACHER: Maggie, give a sentence using the word *cellar*.

MAGGIE: The cellar was very musty. Harold, how many syllables in the word *cellar*?

HAROLD: There are two syllables in the word *cellar*. Sarah, what is the first syllable?

SARAH: The first syllable is C-E-L. (The teacher drew a line through the syllable on the blackboard.) Lillian, what is the second syllable?

LILLIAN: The second syllable is L-A-R. Mary, where is the accent of the word *cellar*?

MARY: The accent is on the first syllable. (Teacher marked the accent on the blackboard.)

Lillian then asked the third row to pass to the blackboard. The pupils at their seats spelled and wrote the word on paper. They then examined the word on the blackboard. Lillian directed them to close their eyes and trace the word *cellar* in the air, spelling it aloud as they traced.

The following are the sentences placed upon the blackboard. Barney was called upon to make the necessary corrections.

JENNIE: In the cellar is a bag of apples.

FRANCES: The cellar was damp.

HELEN: I went in the cellar for coal.

MARY: It was very dark in the cellar.

Barney saw no errors in the sentences, but called upon the class to ask if they found any errors which he might have overlooked. The class found no errors.

The teacher then pronounced the word *elephant* and wrote it on the blackboard, spelling it aloud as she wrote. She then called upon Lynwood to give a sentence using the word *elephant.*

LYNWOOD: An elephant is a very large animal. Marie, how many syllables are there in the word *elephant*?

MARIE: There are three syllables in the word *elephant.* Tony, what is the first syllable?

TONY: The first syllable in the word *elephant* is E-L. (Teacher marked syllable on the board.) Louis, what is the second syllable?

LOUIS: The second syllable in the word *elephant* is E. Arthur, what is the third syllable?

ARTHUR: The third syllable is P-H-A-N-T. (Sarah rose and was recognized by Arthur.)

ARTHUR: What have you to say to me, Sarah?

SARAH: Arthur, there is a hard part in the word *elephant.* It is *ph*, because it sounds like *f.* (The teacher then blocked in *ph* with yellow crayon.)

ARTHUR: Albert, where is the accent in the word *elephant*?

ALBERT: The accent is on the first syllable. (Teacher marked the accent on the blackboard.)

Albert then sent the fourth row to the board to

write the word *elephant* in sentences. The class spelled and wrote the word at their seats, also visualizing it after having written it on paper.

The following sentences were written on the board:

JOSEPH: The elephant is a very large animal.

MORRIS: The elephant was a very large creature.

ALBERT: I saw *a* elephant in the circus.

JENNIE: The girl was afraid of the elephant.

MARY: The elephant has two great tusks.

SARAH: The elephant picked up a boy with his *truk*.

Ethel corrected the word *truk* to *trunk* in Sarah's sentence.

Louis corrected *a* elephant in Albert's sentence to *an* elephant, giving as his reason that *an* must be used before a vowel.

The teacher then placed the next word *faucet* upon the blackboard, first pronouncing it, then spelling it and again pronouncing it, and then calling upon Hazel for a sentence containing the word *faucet*.

HAZEL: I forgot to turn off the *faucet*. (Ethel rose and said that there was a hard part in the word *faucet*. It was A-U.) (The teacher then blocked in *au* with yellow crayon.)

HAZEL: Thomas, how many syllables in *faucet*?

THOMAS: There are two syllables in the word *faucet*. What is the first syllable, Domenick?

DOMENICK: The first syllable in the word *faucet* is F-A-U. (Teacher marked the first syllable.) Osmar, what is the second syllable?

OSMAR: The second syllable in the word *faucet* is C-E-T. Where is the accent, Alma?

ALMA: The accent of the word *faucet* comes on the first syllable. (Teacher marked the accent on the blackboard.)

Alma then called upon the fourth row to go to the board and write sentences containing the word *faucet*. The remainder of the class at their seats spelled the word and wrote and visualized it.

The following are the sentences written on the board:

MARGUERITE: The girl said to her mother, "You left the faucet turned off."

JAMES: The lady forgot to turn off the faucet.

MARY: I forgot to turn the faucet off.

WILLIAM: The faucet was turned on.

WALTER: The lady broke the faucet.

There were no corrections to be made. Alma directed Michael to stand with his back to the blackboard containing the words in the lesson and asked him to spell *cellar*. When he spelled the word, he asked the pupil sitting in front of him to spell another word, and so they continued quickly going up and down each row until all the words in the lesson were spelled and each pupil was called upon. The words were pronounced by the pupils, both before and after spelling them.

PHONETIC SPELLING GAME.

SPELLING LESSON—SECOND AND THIRD GRADE

The teacher wrote the word *whom* on the front board, and then pronounced it.

TEACHER: Eleanor may continue the lesson.

ELEANOR: *Whom* has one syllable. Edna, spell it.

EDNA: Whom, W-H-O-M, whom. Fred, spell it.

FRED: Whom, W-H-O-M, whom. Herbert, spell *whom*.

HERBERT: Whom, W-H-O-M, whom. Helen, give a sentence using the word *whom*.

HELEN: Whom are you going to the show with?

WILLIAM: Helen, you said, "Whom are you going to the show with?" I think it would be better to say, "With whom are you going to the show?"

HELEN: (Repeats sentence as corrected.) Ethel, spell *whom*.

ETHEL: Whom, W-H-O-M, whom. Anna, give a sentence. (This was continued until the next word was taken up by the teacher.) The following are a few of the sentences given:

To whom were you speaking?

Whom are you going with?

Whom did you see on your way down town?

With whom did you go and what did you see?

The teacher then wrote the next word on the board and pronounced it. Florence was called upon to continue.

FLORENCE: *View* has one syllable. Spell it, Margaret.

MARGARET: View, V-I-E-W, view. Give a sentence containing the word *view*, David.

DAVID: Robinson went on one part of the island where he could get a better view. Edith, spell *view*.

EDITH: View, V-I-E-W, view. Fred, spell *view*. (The children continued to call upon one another in this way, asking to have the word spelled and given in sentences.) Some of the sentences given were as follows:

> The lady got a good view of the soldiers.
>
> Robinson went where he could get a better view *at* the savages.

(Ruth rose at this point and corrected the sentence by saying, "Robinson went where he could get a better view *of* the savages.")

The teacher then wrote the next word upon the blackboard and called upon David to begin the word.

DAVID: *Truly* has two syllables. (Teacher marked the syllables on the board.) The accent is on the first syllable. (Teacher marked the accent.) Florence, spell the word *truly*.

FLORENCE: Truly, T-R-U-L-Y, truly. Anna, spell the first syllable.

ANNA: T-R-U. Carl, spell the second syllable.

CARL: L-Y. Fred, spell the whole word.

FRED: Truly, T-R-U-L-Y, truly. Joseph, give a sentence.

JOSEPH: Honest and truly did you fall off the stone wall? Cynthia, spell *truly*.

Cynthia spelled the word and called for a sentence. This was continued until the next word was taken up. Some of the sentences given are as follows:

The child was *truly* enough not to tell.

(Beatrice rose and corrected this sentence by saying that it would have been better to say the child was *true* enough not to tell.)

I received a letter, and on the bottom it said "Yours truly."

The man spoke very truly.

If the captain spoke truly, the ship was wrecked three miles to the northeast.

TEACHER: Eleanor may spell the three new words just learned.

ELEANOR: (Quietly rose and turned her back to the blackboard. She first pronounced the word she was to spell and then spelled it, then pronounced it again, continuing in this way until she had spelled the three words just learned. She then called upon another pupil to spell the three words, and this was continued until several pupils were called upon.)

The teacher then placed several review words on the front board. The pupils called upon one another to spell these words. In case the words were more difficult, several pupils would spell the same word.

TEACHER: Joseph, what letter is it we cannot hear in *whole*?

JOSEPH: You can't hear the *e* because it makes

the *o* say *oh*—it makes a long *o*. Another letter you cannot hear is *w*.

When all the review words were spelled by the members of the class, the teacher sent several of the backward pupils to the blackboard. She then dictated a word. The first pupil wrote it on the board, spelling it aloud as he wrote. This pupil then went to the back of the room and wrote his word in a sentence on the blackboard. The second pupil then wrote the word given him by the teacher, on the blackboard, spelling it aloud as he wrote, and keeping his word directly under the preceding word in a straight column. He also wrote a sentence containing his word on the back blackboard, etc.

Some of the review words were: *Chewing, wolf, brother, worry, whole, truth, told, soldier, tough, guide, chief.*

Some of the sentences written on the blackboard were:

He was chewing.
My brother went away.
I had a whole apple.
The boy never told the truth.
My Aunt said to my mother do not worry.

A pupil was appointed by the teacher to correct the sentences written upon the blackboard. The pupil marked all the sentences as correct with the exception of the last one which was marked as follows:

x x x
My Aunt said to my mother do not worry.
x

The pupil who had written this sentence was called

upon to make the necessary corrections. She went to the board and corrected her sentence as follows:

> My aunt said to my mother, "Do not worry."

The teacher then passed paper to the children upon which they first wrote their full names, then the three new words learned, and three sentences which the teacher dictated, containing the review words.

READING LESSON—FIRST GRADE

In classes composed of foreign children the progress in the correct use of English is really wonderful. The following was taken from a reading lesson given by first grade pupils.

Books were opened at a picture at the top of the page, of a boy with his pony. Several children rose. At a word from the teacher, the lesson began.

RUTH: In the summer I go to see my uncle and he lets me ride a little black pony. Have you something to tell us about ponies, Frank?

FRANK: Yes, Ruth, I like to go to the beach in the summer time to ride the little ponies on the merry-go-round.

(Other children wished to tell about ponies, and they were all interested in the picture.)

FRANK: (turning to Stella) I think we should like to hear the story in the book. Stella, will you tell us about Dan and his pony?

STELLA: Yes, Frank. (Here Stella reads very naturally and with much expression, for Dan and his pony were very real to her. She had something to tell her playmates about her new friend in the book.)

FLORENCE: I think you read that very nicely, Stella, because I could hear every word you said.

The remainder of the story was a dialogue be-

tween Dan and a friend, so John rose and said tha he thought it would be nice to play the game. Th class agreed. He asked one pupil to be Dan and an other to talk to him. The children then had thei little dialogue which was arranged by themselves Of course, they had similar lessons with the teacher' suggestions.

Another story which one little boy called th School Game was asked to be played. The class se lected a teacher, who in turn chose her pupils. Sh called them to her and in the words of the bool asked questions, and the pupils replied. Scarcely mistake was made, and not one remained undiscov ered by the children. It was play to them and the were giving their best attention.

Thus as the class progresses under this method many other things are taught in connection wit even a reading lesson. A few of these are, goo English, politeness, originality, respect for the right of others, helpfulness, and how to take and give crit icism. *Soon the teacher discovers that it is well wort while and encourages the children in using many orig inal expressions in conversation with one another.*

READING LESSON—GRADE IV.

TEACHER: Lulu, will you please tell us all that you can remember about Robin Hood and Little John.

LULU: Robert, Earl of Huntington, was a very rich man. He lived in a beautiful castle. One day he decided to invite his guests to dine with him. Before they began to eat, a messenger sent by the king came to him and said, "Robert, Earl of Huntington, the king wants you at his court to be killed. If you do not go to be killed, you shall be an outlaw and the king will give a reward to whoever finds you, dead or alive."

Robert, Earl of Huntington, decided to be an outlaw for he did not think it fair to be killed for something that he did not do. When he left he had about one hundred followers. They all wanted to go with him for he was so very kind and true to the poor. They loved him dearly. After spending a few days in the greenwood, they decided to practice archery for several hours each day.

(Lillian, will you please start to read.)

LILLIAN: (Opened her book, "Robin Hood and his Merry Men," to page 29 and read with much expression. When she finished several pupils rose quietly and stood until recognized.) What is your question, Sarah?

SARAH: What did Robin say about the shooting, Lillian?

LILLIAN: "Good shooting, indeed!" said Robin. "Each of my men is worth four; and yet I need more."

ETHEL: Lillian, what did Friar Tuck say?

LILLIAN: "What is your pleasure, good Robin?" asked Friar Tuck. "I am sure you have a plan." (Joseph was then called upon to continue the reading in as much as no further questions were asked.)

JOSEPH: (Continued to read where Lillian left off, but did not pronounce clearly words beginning with the *th* sound, although his expression was very good.)

HELEN: Joseph, pronounce *thing, thought, thank.* (Joseph tried to pronounce the words clearly, but Helen, not pleased with his pronunciation, passed to the blackboard upon which hung a chart containing a list of words difficult for the foreign children to pronounce—particularly words containing the *th* sound.) Joseph, place your tongue between your teeth and say *T-H*-ink. (She then pointed to several words on the chart and Joseph pronounced them for her.)

CHARLES: Joseph, what does *amazement* mean?

JOSEPH: Surprise.

SAMUEL: Joseph, you left out the word *first.* You should have read, "As he took the first steps forward, he heard a clatter," etc.

MICHAEL: You said *e*mazement, Joseph, say *a*mazement. (Joseph repeated the word and then called upon Rose to read.)

HAROLD: Rose, what does *rudely* mean?

ROSE: *Rudely* means unmannerly.

LYNWOOD: Rose, what did the stranger carry?

ROSE: The stranger carried a heavy oaken stick.

MARY: What did the stranger wear, Rose?

ROSE: He was clothed in brown leather doublet and breeches, and thick woolen stockings, and he carried a heavy oaken stick.

JOSEPH: Rose, what does *exhaust* mean?

ROSE: When you are almost all tired out. Mary, will you please go on with the reading?

(Mary continued and read well, pronouncing her words clearly, but with little expression.)

LILLIAN: Mary, you did not read this sentence with much expression: "That was a trick you played, sir," Robin said; "it was not fair fighting." Robin was angry when he said that, Mary, and you should have read it as though he were.

BARNEY: What does *immediately* mean, Mary?

MARY: Immediately means quickly or at once.

JOSEPH: Mary, I don't think you read your part with much expression. Lulu, will you please read Mary's part again. (Lulu re-read the page with much expression, pronouncing the words clearly and distinctly. She then called upon Sarah to continue.)

(Sarah read very well with the exception of one or two parts.)

ETHEL: You read a little too fast on page 34, Sarah. Will you please begin at the top of the page and read it again?

GEOGRAPHY—GRADE IV.

Information Lesson

Outline:

I Peaks.
  Pikes Peak.
II Volcanoes
  Volcanoes of the West
III Trees
  Trees of the West
IV Waterfalls

Teacher: Lillian, will you please tell us what you have learned about peaks and all that you know about Pikes Peak?

Lillian: A peak is a *higher* part of a mountain. Some peaks are bare and rocky and some are covered with snow. About ninety years ago a man named Major Pike tried to climb the mountain. It was so high that he couldn't climb to the top. He got discouraged and came down. He told the people that no one could climb or ever get to the top except a flying bird. Since then railroads have been invented and they have a railroad that goes around the mountain until it gets to the top. When one stands on the top of this mountain and looks down, the vil-

lage looks like a tiny speck. At the foot of the mountain there are strawberries; at the middle there are fir trees; at the top snow and ice. This shows the difference in the climate. The peak is three miles above sea level. When you are on top of the mountain sometimes a cloud comes and envelopes you.

JOSEPH: Lillian, you said Major Pike tried to climb this mountain. We are talking about the peak.

MARY: Joseph, say moun*tain* not moun*tin*. (Joseph repeats word.)

ALMA: Lillian, you said that the railroads go around the mountain until they get to the top. It would be much better to say that the railroads go around and around until they *reach* the top.

LOUIS: Lillian, you said a peak is the higher part of a mountain. I think it is the highest part of a mountain.

BARNEY: Where is Pikes Peak, in the eastern or western part of the United States?

LILLIAN: Pikes Peak is in the Western Highlands in the western part of the United States.

JOSEPH: I think a better way to locate Pikes Peak is to say that it is in the central part of Colorado.

LILLIAN: Are there any further corrections to my recitation? (No further corrections or contributions were given.) Rose, will you go on with the next topic?

ROSE: Volcanoes are like a peak which throws forth smoke, steam and melted rock. The melted rock is called lava, and runs out of the top of the

peak. The part it runs out of is called the crater or cup. Now people are digging out many beautiful things which have been covered with this lava. They are finding precious stones and many beautiful books that are valuable, and gold beads. Many ruined cities are now being built up. When this lava runs down the mountain side, the farmers gather this up and put it in wagons and take it to their farms. Some of the farms are covered with lava. These are the best in the United States.

If you should be sitting at the foot of a mountain under a volcano and reading or sewing, and the volcano should erupt, you would be covered with this lava and get killed. When they dug you up they would find you just the way you sat there reading or sewing.

JENNIE: Rose, would you have to be under the volcano to be killed?

ROSE: No, Jennie, because the lava falls quite a distance.

ETHEL: Why are the farms that are covered with lava good?

ROSE: Because the lava is rich and makes good soil.

LILLIAN: Do they mix the lava with dirt or do they put the plain lava on the ground?

ROSE: Yes, they mix it with soil for the lava itself is too rich. Louis, do you wish to ask me a question?

LOUIS: The volcano does not send forth fire, but the lava shines against the clouds and looks like fire.

JENNIE: All lava doesn't melt. Some of it stays

whole like stone. I know this is true because my father once got a piece of lava and he kept it, and said that a small piece weighs about sixteen pounds.

MICHAEL: Was the lava soft or hard, Jennie?

JENNIE: It was very hard—just like a rock.

ROSE: Has anyone anything further to add to my recitation? (Nothing added.) Joseph, will you please take the next topic?

JOSEPH: Some trees in California are very wonderful. When Columbus discovered America, some trees were eight hundred years old. Now some are twelve hundred years old. The Government of Washington bought these trees and they are not to be cut down. They are the wonders of the world.

LULU: Joseph, pronounce *th*ese. (Lulu goes to the board and points out several words on a chart containing a list of words difficult for the foreign children to pronounce. Many of these words contain the *th* sound such as *think*, *thank*, *then*, *thick*, *thought*, etc. Joseph pronounces the several words pointed out.)

JOSEPH: Have you anything to add to my recitation, Barney?

BARNEY: Some of the trees are three hundred feet tall—twice as high as the tallest church steeple. Thirty children taking hold of hands can reach around this tree.

WALTER: These trees are called evergreen trees. We get rosin and turpentine from these trees. About fifteen horsemen riding abreast may go through an arch made in the trunk of one of these trees. The bark is about one yard thick.

JOHN: Although there are a lot of trees in California, the people do not make their houses of wood. Most of them are made of cement because cement is cool.

JOSEPH: Alma, will you please take the next topic?

ALMA: Thank you, Joseph. Some people in the United States think that the water of Niagara Falls is very wonderful, but Niagara Falls is not as wonderful as the Bridal Veil Falls. The reason why they think they are so beautiful is because they fall over rocks. But with the Bridal Veil Falls when the wind blows it makes a spray which looks like a veil. Niagara Falls are about one hundred and sixty feet and the Bridal Veil Falls are about four times as high.

JOSEPH: Alma, you did not tell us what falls are. Falls are caused by water falling over rocks.

ALMA: Are there any important things to add? (No further contributions.) Carl, will you please give us a summary of the four topics?

CARL: A peak is the highest point of a mountain. Some peaks are bare and rocky; others are covered with snow and ice. About ninety years ago, there lived a man named Major Pike. One day as he was walking he saw a great peak. He said to himself, "I will try and climb this peak." He got half way up and it was so cold that he came down and said that nobody could ever get to the top except a bird that can fly. Now there are railroad trains invented. These trains don't go straight up the peak because it is so steep. If they went straight

up they would come down backward. The trains go around and around until they reach the top. In the far east one can see this peak very plainly. There are other peaks around, but not so tall.

A volcano is something which sends forth steam, smoke, and melted rock. The melted rock is called lava. Sometimes when the lava runs down the side of the volcano it stays there for about a week, when the farmers take wagons and cart the lava to put in their fields. They mix it with their dirt because it is rich, and vegetables won't grow if they have soil made of lava itself. There are a lot of volcanoes in the Western Highlands, but they are not all active. There is one active volcano in California.

The trees in California are twice as high as the tallest church steeple. When Columbus discovered America some trees were about eight hundred years old and now some are about twelve hundred years old. The government at Washington bought these trees and gave orders that nobody should chop them down because they are the wonders of the world. They are so large that there is an archway cut through the trunk of one of the trees through which fifteen horsemen can ride abreast. The bark is one yard thick.

Waterfalls are caused by water falling over rocks. People think Niagara Falls very wonderful. They fall about one hundred and sixty feet. The Bridal Veil Falls are more wonderful than Niagara Falls

because when the wind blows the water, it makes a spray which looks like a veil and they call it Bridal Veil Falls. These falls are four times as high as Niagara Falls and are in the Western Highlands in California.

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